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ABSTRACT

This publication, drawn from the national collection of vocational education and training (VET) data in Australia, summarizes data that relate to the 177,594 VET students who identified themselves as speaking a language other than English at home in 1996. The publication is organized in eight sections as follows: an explanatory note; 1996 highlights; diversity of the Australian VET system; non-English-speaking students; courses taken by non-English-speaking students; module enrollments and outcomes; 1996 non-English-speaking graduates; and profiles of specific language groups. Highlights of the overview include the following: (1) the 177,594 students from non-English-speaking backgrounds represented 13 percent of all students undertaking VET programs in 1996; (2) approximately 91,000 females and 86,000 males from non-English-speaking backgrounds were enrolled in VET courses; (3) 17 percent of students from non-English-speaking backgrounds were enrolled full time, compared to 10 percent of students from English-speaking backgrounds; (4) students from non-English-speaking backgrounds represented 13 percent of course enrollments; (5) almost 60 percent of students from non-English-speaking backgrounds passed the modules in which they were enrolled; (6) students from non-English-speaking backgrounds enrolled in more than 53.9 million annual hours in vocational programs, which was 19 percent of the total enrollment; (7) students from non-English-speaking backgrounds undertook an average of 304 hours of training each, whereas students from English-speaking backgrounds undertook an average of 220 hours each; and (8) 85 percent of the educational costs for non-English-speaking students was paid by public funds. (KC)

ED 431 124

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Students from non-English-speaking backgrounds 1996

an overview

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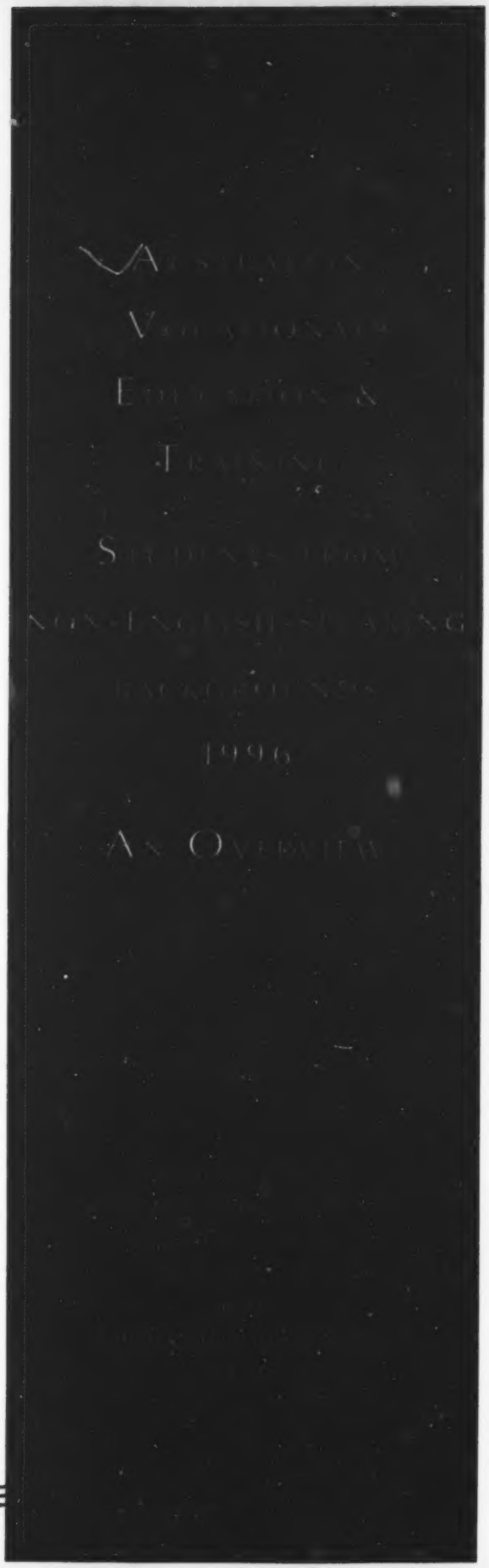

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Australian VET: Students from non-English-speaking backgrounds 1996 – An overview

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ENQUIRIES

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Foreword

About this overview

The National Centre for Vocational Education Research (NCVER) annually undertakes the national collection of vocational education and training (VET) data on behalf of the Australian National Training Authority (ANTA). NCVER is pleased to be able to draw together information which is an outcome of effective co-operation between a large number of State, Territory and Commonwealth agencies and providers, in both the public and private sectors.

Students who enrol in publicly funded VET programs are asked when they enrol to indicate whether or not they were born in Australia and whether they speak a language other than English at home. In 1996 private providers and community providers were not required to report this information. TAFE institutes and other government providers, however, were required to do so. In 1996 a total of 174 963 students indicated that they were born in non-English-speaking countries and a total of 177 594 students indicated that they spoke a language other than English at home.

This publication provides a profile of the 177 594 students who have identified themselves as speaking a language other than English at home. Throughout this publication the term 'students from non-English-speaking background' is used to refer to these students.

This publication presents more specific information, on a national level, about participation by students from non-English-speaking backgrounds in VET in 1996, than has already been published in Australian VET statistics 1996: In detail.

This publication is divided into eight sections:

- explanatory note
- 1996 highlights
- diversity of the Australian VET system
- students
- courses
- module enrolments and outcomes
- 1996 graduate destinations
- profile of specific language groups

Other reports in this series are:

Australian vocational education and training: Indigenous students 1996 – An overview

Australian vocational education and training: Students with disabilities 1996 – An overview

Chris Robinson
Managing Director
NCVER Ltd
September 1998

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Explanatory note about the number of students who identify as being from a non-English-speaking background

Information about whether or not a student is from a non-English speaking background is derived from students' responses to two questions on enrolment forms. The Australian Vocational Education and Training Management and Information Statistical Standard (AVETMISS) requires that the following two questions be included on enrolment forms:

- Were you born in Australia? If no, in which country were you born?
- Do you speak a language other than English at home? If yes, please specify the language spoken.

The table below shows the number of students in 1996 who responded to these questions.

English-speaking countries include Australia, Canada, United States of America, United Kingdom, New Zealand and South Africa.

Number of students by country of birth and language spoken at home 1996

Language spoken at home	Country of birth				
	English speaking	Non-English-speaking	Not known	Total	% of 1 354 579
English only	744 427	33 451	14 244	**792 122**	**58.5**
Language other than English	38 158	134 175	5 261	**177 594**	**13.1**
Not known	99 678	7 337	277 848	**384 863**	**28.4**
Total	**882 263**	**174 963**	**297 353**	**1 354 579**	**100.0**
% of all VET students (n = 1 354 579)	**65.1**	**12.9**	**22.0**	**100.0**	

Of the 177 594 students in 1996 who indicated that they spoke a language other than English at home, 76% (134 175) were born in a non-English-speaking country and 21% (38 158) were born in an English-speaking country. Country of birth was not identified by 3% (5261) of these students.

This report compares the profile of VET students who speak a language other than English at home (177 594) with the profile of VET students who speak English at home (792 122). The profile of VET students who did not provide information about which language they spoke at home (384 863) is not covered in this report.

1996 Highlights

Students

In 1996:

- There were 177 594 students from non-English-speaking backgrounds undertaking VET programs in 1996. This figure represented 13% of all students undertaking vocational programs. 28% of VET students did not indicate whether or not they were from non-English- speaking backgrounds.
- Of all students from non-English-speaking backgrounds, 91 294 were females (51%) and 86 233 were males (49%). In comparison, 47% of students from English-speaking backgrounds were females and 53% were males.
- Of the 177 594 students who identified as being from non-English-speaking backgrounds, 129 799 (73%) commenced their VET program/course in 1996.
- 9982 of the students who indicated that they spoke a language other than English at home were overseas fee-paying students. (The total number of overseas fee-paying students was 13 326.)
- 30 530 (17%) of students from non-English-speaking backgrounds studied full time and 147 064 (82%) studied part time. The equivalent figures for students from English-speaking backgrounds were 10% and 90%.
- There were 1 339 131 module enrolments by students from non-English-speaking backgrounds. This represented 16% of all module enrolments (8 474 771).
- There were 234 867 course enrolments by students from non-English-speaking backgrounds. This represented 13% of all course enrolments (1 786 277).
- Approximately 26% (46 507) of students from non-English-speaking backgrounds had completed a qualification since leaving school and before entering a VET program. About one-third of these students had completed a degree or post graduate degree, 11% had completed an associate diploma, 10% had completed an advanced certificate, 15% had completed a trade certificate and 29% had completed a non-trade certificate.
- For female students from non-English-speaking backgrounds, 60% of module enrolments resulted in a pass and 8% in satisfactory completion of class hours, with a further 5% associated with recognition of prior learning (RPL) and credit transfer.
- For male students from non-English-speaking backgrounds, 56% of module enrolments resulted in a pass and 7% in satisfactory completion of class hours, with a further 5% associated with RPL and credit transfer.

Annual hours – what they show

> Note: Annual hours are used as a measure of total delivery. They are based on the standard curriculum hours for each module when the module is undertaken in standard, supervised delivery mode, although some students undertake modules in self-paced learning, flexible delivery or distance learning modes.

In 1996:

- Total activity by students from non-English-speaking backgrounds in vocational programs was more than 53.9 million annual hours. This represented 19% of total activity in vocational programs (285.04 million annual hours).
- Students from non-English-speaking backgrounds undertook an average of 304.0 hours of training each (a full-time load is about 540 hours per year.) Students from English-speaking backgrounds undertook an average of 219.8 hours of training.

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Who pays the training delivery costs?

Of the total number of hours of training undertaken by students from non-English-speaking backgrounds for 1996, 73% was associated with Commonwealth and State recurrent funding (including ANTA growth funds), 12% with Commonwealth and State-specific funding and 14% with fee-for-service enrolments. The equivalent figures for students from English-speaking backgrounds was 89%, 4% and 7% respectively.

1994 through to 1996

In 1994 all States and Territories started to collect data to identify whether or not students identified themselves as being from non-English-speaking backgrounds. Each year the data has been collected, there have been improvements made in the collection of data: the percentage of not knowns has dropped from almost 50% in 1994 to around 30% in 1996. However, this still remains a large proportion of students.

Number of students in vocational programs by language spoken at home 1994-1996

	1994	%	1995	%	1996	%
English only	469 646	42.0	628 719	49.4	792 122	58.5
Language other than English	127 072	11.4	152 051	11.9	177 594	13.1
Not known	521 221	46.6	491 978	38.7	384 863	28.4
Total	**1 117 939**	**100.0**	**1 272 748**	**100.0**	**1 354 579**	**100.0**

In 1994 the new national statistical standard (Australian VET Management Information and Statistical Standard, AVETMISS) was introduced. Statistical data at this stage was collected mainly from TAFE colleges.
In 1995 the scope of the statistical collection expanded to include more data from community providers.
In 1996 the scope of the statistical collection expanded to include data from private providers of publicly funded programs. Private providers and community providers are, as yet, not required to report language spoken at home and country of birth to the national collection. They are, however, encouraged to do so.

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Diversity of the Australian VET System

Student diversity

VET programs in Australia are undertaken by students of all ages (from 14 years to over 65 years.) Most students fall in the age range 15–49. According to the census figures and VET data in the table below (for those aged 15–64 years), approximately 8% of the English-speaking population participated in VET and approximately 9% of the population who speak a language other than English participated in VET. However, the size of the VET population figure who did not identify which language they speak at home needs to be considered further in any calculation of participation rates.

Number of people by language spoken at home (15–64 years old)

Language spoken at home	VET students	%	Census 1996	%	Participation rate
English	761 543	61.0	9 569 424	81.3	7.9%
Languages other than English	170 947	13.7	1 883 938	16.0	9.1%
Not known	316 186	25.3	310 637	2.6	-
Total	**1 248 676**	**100.0**	**11 763 999**	**100.0**	**10.6%**

Note: Census 1996 figures exclude overseas visitors
Source: ABS 1996, Census of Population and Housing (cat.no.2015)

In terms of language groups, participation rates range from 5% and less in the Greek and Italian communities to over 10% in the communities who speak Arabic, Chinese, Vietnamese and Slavic languages at home.

Number of people by language other than English (15–64 years old)

Language spoken at home	VET students	%	Census 1996	%	Participation rate
Arabic (including Lebanese)	12 878	7.5	117 240	6.2	11.0
Chinese	29 606	17.3	258 096	13.7	11.5
Greek	10 341	6.0	206 347	11.0	5.0
Italian	11 415	6.7	269 275	14.3	4.2
Vietnamese	13 673	8.0	103 616	5.5	13.2
Spanish	10 604	6.2	69 035	3.7	15.4
Croatian, Polish, Russian, Serbian	15 424	9.0	140 436	7.5	11.0
All other languages	67 006	39.2	719 893	38.2	9.3
Total	**170 947**	**100.0**	**1 883 938**	**100.0**	**9.1**

Source: ABS 1996, Census of Population and Housing (cat.no.2015)

In terms of where the non-English-speaking communities lived in 1996, the majority (74%) were located in New South Wales and Victoria. Participation in VET ranged from 6% in the Northern Territory to 12% in the Australian Capital Territory, averaging at 9% for the nation.

Non-English-speaking population by State (15–64 years old)

State population	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	Australia
Number of people who speak language other than English (ABS census data)	775 563	621 957	159 475	118 202	138 700	10 282	29 134	29 645	**1 883 938**
% of total population (n =1 883 938)	41.2	33.0	8.5	6.3	7.4	0.5	1.5	1.6	**100.0**
Number of VET students who speak languages other than English	79 830	50 491	11 961	12 869	9 297	1 218	1 607	3 674	**170 947**
% of total VET students from non-English-speaking backgrounds (n =170 947)	46.7	29.5	7.0	7.5	5.4	0.7	0.9	2.1	**100.0**
% of non-English-speaking population who are VET students	10.3	8.1	7.5	10.9	6.7	11.8	5.5	12.4	**9.1**

Note: Total number of people who speak language other than English includes 980 people living in other Territories.
Source: ABS census data (cat.no.2015.0)

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Diversity of VET programs

Most students enrol in courses with a vocational intent. This is traditionally referred to as VET activity. In addition, a small number of students enrol in modules (subjects) only and, as such, they are not associated with any particular course. Recreation, leisure and personal enrichment programs are not included in reports on VET activity.

VET activity covers content relevant to the full range of industries in operation in Australia, as well as more generalist skills development, literacy/numeracy, pre-vocational topics. VET activity covers four levels: preparatory, operative, trades/other skills and professional/para-professional levels. VET activity also leads to qualifications ranging from AQF Certificate I through to Advanced Diplomas.

Programs undertaken by VET students vary enormously in length from very short modules of just a few hours or a few days duration to extended courses which last for a year or longer. Short programs, particularly, may start at any time during the year.

Annual hours

In 1996, 67% of modules undertaken by students from non-English-speaking backgrounds were 40 hours or less. Approximately 79% of module enrolments by students from English-speaking backgrounds were 40 hours or less. A higher percentage of module enrolments from non-English-speaking backgrounds were over 40 hours in length.

Module enrolments by annual hours 1996

Language spoken at home	1–20 hours	%	21–40 hours	%	41–80 hours	%	81–100 hours	%	101 or more hours	%	Total	%
Other than English	537 916	40.2	360 528	26.9	342 435	25.6	24 407	1.8	73 845	5.5	**1 339 131**	**100.0**
English only	2 558 318	47.9	1 674 712	31.4	883 196	16.5	61 578	1.2	162 350	3.0	**5 340 154**	**100.0**
Not known	910 288	50.7	532 855	29.7	286 576	16.0	15 716	0.9	50 051	2.8	**1 795 486**	**100.0**
Total	**4 006 522**	**47.3**	**2 568 095**	**30.3**	**1 512 207**	**17.8**	**101 701**	**1.2**	**286 246**	**3.4**	**8 474 771**	**100.0**

Delivery strategy

The expansion of flexible delivery, self-paced learning and distance learning arrangements in all States and Territories has added greatly to the diversity of programs undertaken by students and the ways in which programs are delivered by providers of training. In 1996 information about delivery strategy was available for about two-thirds of 1996 module enrolments. Out of the total number of module enrolments by students from non-English-speaking backgrounds, for which delivery strategy information was provided (734 968), 87% were delivered in traditional teacher-directed classroom mode (local class), less than 1% were delivered in remote class, teacher directed mode and 7% were delivered using self-paced learning strategies. For module enrolments by students from English-speaking backgrounds (again based on the number of enrolments for which information on delivery strategy was provided) 82% were delivered in traditional local class, teacher-directed mode, less than 1% of modules were delivered using remote class teacher-directed mode and 10% were delivered using self-paced mode.

Number of module enrolments by delivery strategy by language spoken at home 1996

	English-speaking background		Non-English-speaking background		Not known		Total	
	Module enrolments	%	Module enrolments	%	Module enrolments	%	Module enrolments	%
Local class–scheduled, teacher directed	2 946 588	81.8	636 029	86.5	942 343	75.2	4 524 960	80.9
Remote class–scheduled, teacher directed	30 604	0.8	4 561	0.6	23 796	1.9	58 961	1.1
Self-paced–scheduled, local class organisation	317 211	8.8	42 209	5.7	95 539	7.6	454 959	8.1
Self-paced–unscheduled, multiple options	43 100	1.2	7 590	1.0	29 318	2.3	80 008	1.4
External–correspondence	82 598	2.3	5 999	0.8	55 769	4.5	144 366	2.6
Workplace–experiential learning	48 847	1.4	4 694	0.6	12 605	1.0	66 146	1.2
Mixed delivery–two or more strategies	33 914	0.9	4 736	0.6	26 235	2.1	64 885	1.2
Other	101 144	2.8	29 150	4.0	67 385	5.4	197 679	3.5
Sub-total	3 604 006	100.0	734 968	100.0	1 252 990	100.0	5 591 964	100.0
Not known	1 736 148		604 163		542 496		2 882 807	
Total	**5 340 154**		**1 339 131**		**1 795 486**		**8 474 771**	

Diversity of providers

Vocational education and training is provided by institutes of technical and further education (TAFE), by community-based providers, by private providers, including enterprises and, increasingly, by secondary schools.

In 1996 the national data collection included all TAFE, private provider and community-based provider sectors in receipt of public funds to deliver vocational education and training, except for secondary schools and some enterprises. A total of 106 public training institutions across 1132 locations, 514 community centres and 397 private providers provided VET statistics to the national collection in 1996.

The table below shows that in 1996, 87% of students from non-English-speaking backgrounds doing VET programs did their studies at TAFE or some other government provider, 12% did their studies with a community-based provider and 1% did their studies with private providers. Of the total number of students who undertook studies with private providers (29 837), almost 68% did not provide information or were not asked to provide information about language spoken at home.

Types of provider 1996 (by number of students)

Provider type	Non-English-speaking background	%	English speaking background	%	Not known	%	Total	%
TAFE/govt. providers	154 913	87.2	659 538	83.3	303 189	78.8	**1 117 640**	**82.5**
Community education providers	20 393	11.5	125 306	15.8	61 403	16.0	**207 102**	**15.3**
Private providers	2 288	1.3	7 278	0.9	20 271	5.3	**29 837**	**2.2**
Total	**177 594**	**100.0**	**792 122**	**100.0**	**384 863**	**100.0**	**1 354 579**	**100.0**

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Students

The tables below show the actual numbers and percentages of students from non-English-speaking backgrounds and students from English-speaking backgrounds who undertook vocational programs in 1996 by age, highest year of school completed, prior qualification completed and geographic region.

The tables in this section provide data by gender. A small number of people did not provide information on gender as the table below indicates. These students have been included in the total persons column in these tables.

Sex	Non-English-speaking background students	English-speaking background students	Not known	Total
Male	86 223	420 439	190 359	697 021
Female	91 294	371 038	167 657	629 989
Not known	77	645	26 847	27 569
Total	**177 594**	**792 122**	**384 863**	**1 354 579**

Age

In 1996:

- The age profile of students was similar for the two groups, non-English-speaking background and English-speaking background, except in two age ranges. In the range 15–19 there was a lower percentage of non-English-speaking background students. In the age range 30–39 there was a higher percentage of non-English-speaking background students.
- For both groups there were higher proportions of men in the age range 15–24 and higher proportions of women in all age ranges over 30.

Age 1996 (number of students)

	Non-English-speaking background students						English-speaking background students					
Age	**Males**	**%**	**Females**	**%**	**Total**	**%**	**Males**	**%**	**Females**	**%**	**Total**	**%**
Age 14 or under	140	0.2	111	0.1	**251**	**0.1**	1 207	0.3	1 015	0.3	**2 224**	**0.3**
Age 15–19	14 926	17.3	12 428	13.6	**27 358**	**15.4**	103 012	24.5	71 858	19.4	**174 902**	**22.1**
Age 20–24	18 668	21.7	16 464	18.0	**35 138**	**19.8**	86 035	20.5	62 489	16.8	**148 573**	**18.8**
Age 25–29	11 411	13.2	12 603	13.8	**24 021**	**13.5**	51 903	12.3	44 032	11.9	**95 978**	**12.1**
Age 30–39	20 674	24.0	23 878	26.2	**44 572**	**25.1**	84 872	20.2	82 831	22.3	**167 765**	**21.2**
Age 40–49	11 877	13.8	15 054	16.5	**26 941**	**15.2**	54 111	12.9	65 346	17.6	**119 532**	**15.1**
Age 50–59	4 658	5.4	5 812	6.4	**10 475**	**5.9**	22 411	5.3	24 606	6.6	**47 053**	**5.9**
Age 60–64	1 059	1.2	1 381	1.5	**2 442**	**1.4**	3 640	0.9	4 086	1.1	**7 740**	**1.0**
Age 65 or over	1 165	1.4	1 394	1.5	**2 561**	**1.4**	4 052	1.0	4 832	1.3	**8 896**	**1.1**
Age not known	1 645	1.9	2 169	2.4	**3 835**	**2.2**	9 196	2.2	9 943	2.7	**19 459**	**2.5**
Total	**86 223**	**100.0**	**91 294**	**100.0**	**177 594**	**100.0**	**420 439**	**100.0**	**371 038**	**100.0**	**792 122**	**100.0**

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Highest year of school

In 1996:

- Based on the number of students who provided information on highest year of school completed before enrolling in VET, 63% of students from non-English-speaking backgrounds had completed Year 12, in contrast to 43% of students from English-speaking backgrounds.
- The proportions of non-English-speaking background males and females who completed Year 12 were similar, whereas among English-speaking background students the proportions of females who completed Year 12 was higher.

A higher percentage of women did not provide information on the highest year of school they had completed: 22% of non-English-speaking background women and 30% of English-speaking background women did not supply this information, in contrast to 15% and 19% of men.

Highest year of school completed prior to enrolling in VET 1996 (number of students)

	Non-English-speaking background						English-speaking background					
Highest school level	**Males**	**%**	**Females**	**%**	**Total**	**%**	**Males**	**%**	**Females**	**%**	**Total**	**%**
Year 9 or lower	6 924	9.5	9 238	13.0	**16 166**	**11.2**	35 015	10.3	24 383	9.4	**59 413**	**9.9**
Year 10	11 410	15.6	10 103	14.3	**21 517**	**15.0**	106 403	31.3	76 926	29.6	**183 357**	**30.6**
Year 11	9 002	12.3	6 875	9.7	**15 878**	**11.0**	61 500	18.1	39 501	15.2	**101 015**	**16.8**
Year 12	45 725	62.6	44 616	63.0	**90 357**	**62.8**	136 764	40.3	119 306	45.9	**256 094**	**42.7**
Sub-total	73 061	100.0	70 832	100.0	**143 918**	**100.0**	339 682	100.0	260 116	100.0	**599 879**	**100.0**
Not known	13 162		20 462		**33 676**		80 757		110 922		**192 243**	
Total	**86 223**		**91 294**		177 594		**420 439**		**371 038**		792 122	

Prior qualification completed

In 1996:

- 26% of students from non-English-speaking backgrounds had completed a qualification prior to entering VET. Of English-speaking background students, 23% had done likewise.
- Of the students who had completed a prior qualification:
  - The percentage of non-English-speaking students who had completed a trade certificate or other certificate was lower than English-speaking students.
  - 45% of non-English-speaking students had completed associate diplomas, undergraduate diplomas, degrees and post graduate diplomas in contrast to 25% of English-speaking background students.

Prior qualifications completed 1996 (number of students)

Compl 'ed qualifications	**Non-English-speaking background**	**%**	**English speaking background**	**%**	**Not known**	**%**	**Total**	**%**
Trade certificate	7 157	15.4	48 642	26.2	6 418	27.9	**62 217**	**24.4**
Advanced/technician certificate	4 620	9.9	16 764	9.0	1 677	7.3	**23 061**	**9.0**
Other certificate	13 514	29.1	71 737	38.6	7 623	33.2	**92 874**	**36.4**
Associate diploma	5 268	11.3	14 441	7.8	2 396	10.4	**22 105**	**8.7**
Undergraduate	2 890	6.2	6 293	3.4	761	3.3	**9 944**	**3.9**
Degree/post-graduate	12 923	27.8	26 142	14.1	3 721	16.2	**42 786**	**16.8**
Unspecified education	135	0.3	1 637	0.9	387	1.7	**2 159**	**0.8**
Total who completed prior qual.	**46 507**	**100.0**	**185 656**	**100.0**	**22 983**	**100.0**	**255 146**	**100.0**
Total number of students	**177 594**		**792 122**		**384 863**		**1 354 579**	

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Geographic region

Capital cities include Sydney, Melbourne, Brisbane, Adelaide, Perth, Hobart, Darwin and Canberra.
Other metropolitan areas are defined as urban centres with populations greater than 100 000.
Rural is defined as urban centres of population 5000 or more.
Remote refers mainly to isolated communities.

In 1996:

- Almost 92% of students from non-English-speaking backgrounds lived in capital cities or metropolitan areas in contrast to 64% of students from English-speaking backgrounds.
- Almost 6% of students from non-English-speaking backgrounds lived in rural and remote Australia, in contrast to 36% of students from English-speaking backgrounds

Geographic regions 1996 (number of students)

	Non-English-speaking background						English-speaking background					
Geographic regions	**Males**	**%**	**Females**	**%**	**Total**	**%**	**Males**	**%**	**Females**	**%**	**Total**	**%**
Capital city	76 161	88.3	80 070	87.7	**156 285**	**88.0**	234 477	55.8	203 366	54.8	**438 025**	**55.3**
Other metro.	3 224	3.7	3 691	4.0	**6 923**	**3.9**	36 251	8.6	32 325	8.7	**68 725**	**8.7**
Rural	3 534	4.1	4 509	4.9	**8 043**	**4.5**	134 175	31.9	122 393	33.0	**256 636**	**32.4**
Remote	1 035	1.2	1 256	1.4	**2 291**	**1.3**	13 510	3.2	11 549	3.1	**25 063**	**3.2**
Outside Australia	1 752	2.0	1 092	1.2	**2 844**	**1.6**	784	0.2	222	0.1	**1 006**	**0.1**
Not known	517	0.6	676	0.7	**1 208**	**0.7**	1 247	0.3	1 183	0.3	**2 667**	**0.3**
Total	**86 223**	**100.0**	**91 294**	**100.0**	**177 594**	**100.0**	**420 439**	**100.0**	**371 038**	**100.0**	**792 122**	**100.0**

The value of the following table lies in the fact that the ABS major urban category equates with the AVETMISS definition of capital city and other metropolitan regions. Participation in VET in these areas is 7.5% for people who speak languages other than English at home and 6.4% for people who speak English at home.

Number of people living in urban/rural Australia (ABS census data 1996)

	Speaks English		Speaks language other than English		Not stated		Total	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
Major urban	7 872 565	58.4	2 188 505	88.1	313 169	62.4	**10 463 462**	**63.0**
Other urban	3 517 882	26.1	165 478	6.7	119 367	23.8	**3 834 770**	**23.1**
Rural	373 179	2.8	25 530	1.0	12 131	2.4	**412 897**	**2.5**
Balance	1 724 247	12.8	105 615	4.2	57 309	11.4	**1 899 220**	**11.4**
Total	**13 487 873**	**100.0**	**2 485 128**	**100.0**	**501 976**	**100.0**	**16 610 349**	**100.0**

Note: Total includes overseas visitors.

The table above is taken from ABS census data (1996). All the definitions used by the ABS are not the same as those used in the national VET statistics collection. The ABS definitions are:

- Major urban: this refers to urban areas with populations over 100 000 (this therefore equates with AVETMISS definition of capital city and other metropolitan area).
- Other urban: this refers to areas with populations of 1000 to 99 999.
- Rural: this refers to areas with populations of 200 to 999.
- Balance: this refers to the rural balance.

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Courses

Courses can be classified according to:

- vocational outcome (field of study)
- level (stream)
- qualification category

The following three tables show the type of courses which students from non-English-speaking backgrounds undertook in 1996.

Field of study

Field of study is a classification based on major intended vocational outcomes and content. There are 12 broad fields of study. TAFE multi-field, where students from non-English-speaking backgrounds are most concentrated, comprises subject areas such as general secondary education, English as a second language, functional literacy/numeracy, general skills development and pre-employment programs.

Some students enrol in more than one course and these courses may be in more than one field of study. The percentages shown therefore sum to more than 100.

Field of study 1996 (as a percentage of total number of students)

	Non-English-speaking background students			English-speaking background students		
Field of study	**Males**	**Females**	**Total**	**Males**	**Females**	**Total**
	%	%	%	%	%	%
Land & marine resources, animal husbandry	1.7	0.7	**1.2**	9.3	4.0	**6.8**
Architecture, building	9.0	0.9	**4.8**	13.0	1.7	**7.7**
Art, humanities & social sciences	7.3	11.8	**9.6**	5.0	12.4	**8.5**
Business, administration, economics	20.8	29.1	**25.0**	18.3	32.5	**24.9**
Education	0.9	1.9	**1.4**	1.3	2.6	**1.9**
Engineering, surveying	27.1	3.1	**14.8**	30.3	3.1	**17.5**
Health, community services	3.1	7.8	**5.5**	5.1	14.4	**9.5**
Law, legal studies	0.3	0.2	**0.3**	0.9	0.8	**0.9**
Science	5.5	4.6	**5.1**	6.7	11.3	**8.9**
Veterinary science, animal care	0.0	0.1	**0.1**	0.0	0.4	**0.2**
Services, hospitality, transportation	7.6	9.6	**8.6**	11.2	13.0	**12.0**
TAFE multi-field education	34.6	49.7	**42.4**	16.6	20.6	**18.5**
Total no. of students	**86 223**	**91 294**	**177 594**	**420 439**	**371 038**	**792 122**

Note: Total persons includes those who did not indicate their gender.

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In 1996:

- Almost one-half of female students from non-English-speaking backgrounds undertook studies in TAFE multi-field education. This is in contrast to 21% of female students from English-speaking backgrounds.
- In addition to TAFE multi-field, female students from non-English-speaking backgrounds did courses mainly in business, administration and economics and art, humanities and social sciences.
- Over 30% of male students from non-English-speaking backgrounds undertook studies in TAFE multi-field education. This is in contrast to 17% of male students from English-speaking backgrounds.
- In addition to TAFE multi-field, male students from non-English-speaking backgrounds did courses mainly in engineering and surveying and business, administration and economics.

A breakdown of TAFE multi-field for 1996 reveals that over 40% of students from non-English-speaking backgrounds doing courses in this field were doing English as a second language course.

Stream groupings

Stream of study is a classification that describes a course according to its type and level of vocational outcome. The table below groups stream into four types: preparatory, operative, trade and other skills and professional/para-professional.

- Preparatory level covers entry to employment or further education streams.
- Operative level covers the range of skills less than is normally required for trades level.
- Trades and other skills level includes both the recognised trade courses (complete and partial), the other skills courses (complete and partial), as well as trade technician/supervisory courses. Men have traditionally dominated enrolments in the recognised trades. However, there are substantial numbers of women enrolling in the other skills streams. This increases the overall percentages of women in the trade and other skills streams.
- Para-professional and professional level includes streams beyond trade technician/supervisory level and can involve a variety of specialist functions.

It is important to note that the occupational groupings used in this report (preparatory, operative, trade and other skills and professional/para-professional) differ from those in the activity tables used for national planning purposes, which are based on the occupational (ASCO code) intent of the course. This means that, even though the names of the groupings are similar, the activity assigned to them is quite different.

Some students enrol in more than one course and these courses may be in more than one stream of study. The percentages shown therefore sum to more than 100.

Stream groupings 1996 (as a percentage of total number of students)

Stream grouping	Non-English-speaking background students			English-speaking background students		
	Males	Females	Total	Males	Females	Total
	%	%	%	%	%	%
Preparatory	37.1	54.5	**46.1**	18.5	28.0	**23.0**
Operative	15.5	17.4	**16.5**	22.7	29.3	**25.8**
Trade and other skills	42.9	26.5	**34.5**	61.2	39.3	**50.9**
Para-professional	21.3	18.2	**19.7**	13.9	17.8	**15.7**
Total no. of students	86 223	91 294	**177 594**	420 439	371 038	**792 122**

Notes: Total persons includes those who did not indicate their gender.

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In 1996:

- The percentage of students from non-English-speaking backgrounds doing courses at preparatory level was twice that of students from English-speaking backgrounds: 46% in contrast to 23%.
- There were substantially more females than males doing courses at preparatory level for both groups of students.
- Operative level accounted for approximately 17% of students from non-English-speaking backgrounds, which was substantially lower than the percentage of students from English-speaking backgrounds at this level.
- Trade and other skills level accounted for 43% of male students and 27% of female students from non-English speaking backgrounds. A larger proportion of students from English-speaking backgrounds undertook courses at this level: 61% of male students and 40% of females.
- Professional and para-professional level accounted for 21% of male students from non-English-speaking backgrounds. By contrast, 14% of male students from English-speaking backgrounds did courses at this level. The proportions of English-speaking and non-English-speaking females doing courses at this level was about the same.

Qualification category

The table below identifies the number of course enrolments, in 1996, in each qualification category. Course enrolments are used in this table rather than student numbers. As some students enrol in more than one course in a year, the number of course enrolments is greater than the number of individual students.

A qualification is the formal certification in recognition that a person has successfully completed all the learning outcomes specified in a course/program. In 1996 there were two types of qualifications being awarded and thus, courses and modules which students undertook were categorised as contributing to one or other of these types of qualifications:

- qualifications established under the Register of Awards in Tertiary Education (RATE)
- new qualifications established under the Australian Qualifications Framework (AQF)

The table below explains the six qualification categories used to summarise the 1996 course enrolment data. Certificate not elsewhere classified is a category that has no direct equivalent in the new qualifications framework. It straddles a number of the new categories including AQF III and AQF I/II.

Qualification category	AQF	RATE
Diplomas & higher degrees	AQF Diploma AQF Associate Diploma	Diploma Associate Diploma
AQF IV & equivalent	AQF Certificate IV	Advanced Certificate Advanced Certificate – other
AQF III and equivalent	AQF Certificate III	Certificate Trade
Certificate not elsewhere classified	–	Certificate NEC
AQF I & II/Senior Secondary	AQF Certificate I AQF Certificate II AQF – Senior Secondary	
Other Certificates		Certificate of Competency Certificate of Proficiency Endorsements to certificates Statements of Attainment Other Non-award courses

Number of course enrolments in each qualification category by sex, Australia, 1996

	Non-English-speaking background Course enrolments						English-speaking background Course enrolments					
Qualification category	**Males**	**%**	**Females**	**%**	**Persons**	**%**	**Males**	**%**	**Females**	**%**	**Persons**	**%**
Diplomas & higher degrees	19 242	17.1	17 364	14.2	**36 606**	**15.6**	58 252	10.9	63 071	13.3	**121 352**	**12.0**
AQF IV & equivalent	11 214	10.0	9 926	8.1	**21 142**	**9.0**	49 019	9.2	45 661	9.6	**94 697**	**9.4**
AQF III and equivalent	15 347	13.7	9 223	7.5	**24 573**	**10.5**	94 376	17.7	44 183	9.3	**138 602**	**13.8**
Cert. not elsewhere classified	16 649	14.8	19 639	16.0	**36 313**	**15.5**	79 639	14.9	74 504	15.7	**154 193**	**15.3**
AQF I & II/senior secondary	13 014	11.6	18 802	15.3	**31 827**	**13.6**	37 818	7.1	45 386	9.6	**83 422**	**8.3**
Other certificates	36 820	32.8	47 540	38.8	**84 406**	**35.9**	213 646	40.1	201 469	42.5	**415 530**	**41.2**
Total	**112 286**	**100.0**	**122 494**	**100.0**	**234 867**	**100.0**	**532 750**	**100.0**	**474 274**	**100.0**	**1 007 796**	**100.0**

Note: Total non-English-speaking background course enrolments includes 87 enrolments (gender not specified). Total English-speaking background course enrolments includes 772 (gender not specified). These are included in the persons column in this table.

In 1996:

- When comparing male non-English-speaking background students with male English-speaking background students, there were higher proportions of non-English-speaking background males enrolling in courses leading to an associate diploma qualification and AQF I/II qualification. There were lower proportions of non-English-speaking background males enrolling in courses leading to trade/AQF III qualification and other certificates.

- When comparing female non-English-speaking background students with female English-speaking background students, there were not as many differences as there were with the male students. The proportions of female students enrolling in courses leading to AQF IV and equivalent qualification, diplomas and higher degrees were about the same, as were the proportions enrolling in courses leading to a certificate not elsewhere classified. There were lower proportions of females from non-English-speaking backgrounds enrolling in courses leading to a AQF III/ trade certificate and other certificates. There was a higher proportion of females from non-English-speaking backgrounds enrolling in courses leading to AQF I/II/ senior secondary.

Modules

All students who undertake a training program generally enrol in a course, or courses, and nominate the module/s they plan to undertake that year. Modules can vary in length from a few hours to hundreds of hours, although the standard module is generally taken to be about 20–40 hours. Most students generally enrol in more than one module in a given year.

Module enrolments

In 1996 the 1 354 579 VET students enrolled in 8 474 771 modules. The table below shows the number of modules undertaken by the three student groups: students from non-English-speaking backgrounds, students from English-speaking backgrounds and those students who did not identify whether they spoke English at home.

The tables in this section provide data on module enrolments by gender. Information on gender was not available for a small number of module enrolments. Gender not known enrolments have been included in the total persons column in the tables in this section.

Number of VET module enrolments 1996

	Males	Females	Sub-total	Gender not known	Total	% of total
Non-English-speaking	653 635	685 323	1 338 958	173	**1 339 131**	**15.8**
English-speaking	2 802 810	2 534 692	5 337 502	2 652	**5 340 154**	**63.0**
Not known	931 161	835 380	1 766 541	28 945	**1 795 486**	**21.2**
Total number of modules	4 387 606	4 055 395	8 443 001	31 770	**8 474 771**	**100.0**

Number of module enrolments by stream grouping 1996 (expressed as a percentage for each group of students)

	Non-English-speaking background						English-speaking background					
Stream grouping	**Males**	**%**	**Females**	**%**	**Total**	**%**	**Males**	**%**	**Females**	**%**	**Total**	**%**
Preparatory	126 606	19.4	188 429	27.5	**315 095**	**23.5**	251 264	9.0	322 279	12.7	**574 150**	**10.8**
Operative	56 896	8.7	99 887	14.6	**156 822**	**11.7**	344 908	12.3	455 477	18.0	**800 902**	**15.0**
Trade and other skills	272 696	41.7	219 588	32.0	**492 356**	**36.8**	1 741 681	62.1	1 172 049	46.2	**2 915 046**	**54.6**
Para-professional	197 401	30.2	177 398	25.9	**374 801**	**28.0**	464 918	16.6	584 796	23.1	**1 049 926**	**19.7**
Sub-total	653 599	100.0	685 302	100.0	**1 339 074**	**100.0**	2 802 771	100.0	2 534 601	100.0	**5 340 024**	**100.0**
No course	36		21		**57**		39		91		130	
Total	**653 635**		**685 323**		**1 339 131**		**2 802 810**		**2 534 692**		**5 340 154**	

Note: No course refers to module only enrolments which are not associated with a specific course.

Preparatory level

In 1996:

- About 24% of module enrolments by students from non-English-speaking backgrounds were in the preparatory stream, in contrast to 11% of module enrolments by students from English-speaking background. Females accounted for 60% of the module enrolments by non-English-speakers at this level.
- Students from non-English-speaking backgrounds at preparatory level did an average of 3.8 modules each. The equivalent figure for students from English-speaking backgrounds was 3.2.

Operative level

In 1996:

- Operative level accounted for 12% of module enrolments by students from non-English-speaking backgrounds. Approximately 64% of these module enrolments were by females.
- Students from non-English-speaking backgrounds at operative level did an average of 5.3 modules each. The equivalent figure for students from English-speaking backgrounds was 3.9.

Trade and other skills level

In 1996:

- Trade and other skills level accounted for just over one-third of enrolments by students from non-English-speaking backgrounds. Males accounted for 55% of these. Just over one-half of module enrolments by English-speaking background students was at this level. Males accounted for almost 60% of these enrolments.
- Students from non-English-speaking backgrounds at trade and other skills level did an average of 8.0 modules each. The equivalent figure for students from English-speaking backgrounds was 7.2.

Professional and para-professional

In 1996:

- 28% of enrolments by students from non-English-speaking backgrounds were in the professional/para-professional streams, whereas 20% of enrolments by students from English-speaking backgrounds were at this level.
- At professional/para-professional level there was a higher percentage of enrolments by male students from non English-speaking backgrounds, when compared with male students from English-speaking backgrounds and when compared with female students from non-English-speaking backgrounds.
- Students from non-English-speaking backgrounds at professional/para-professional level did an average of 10.7 modules each. The equivalent figure for students from English-speaking backgrounds was 8.4.

Module outcomes

Typically students in VET take programs of study in smaller, flexible units or modules rather than a complete course of study. To this end, outcomes are reported against modules as opposed to courses.

Every module enrolment results in one of the 11 module outcomes specified within the AVETMIS standard. These outcomes can be summarised into four categories:

Outcomes

Type of outcome	Code	Description (AVETMISS)
Completion	01	Student assessed – passed
	04	No assessment – satisfactory completion of class hours
Non-completion	02	Student assessed – failed
	03	Student assessed – results withheld
	10	Withdrew – without failure
	11	Withdrew – failed
	12	Withdrew – transferred
Incomplete	05	No assessment – studies not yet complete
Other outcomes	06	Status granted through RPL
	09	Status granted through credit transfer
	90	Not stated

The tables below summarise the module outcomes achieved for all module enrolments by students according to language spoken at home. Tables such as these are problematic because they include highly aggregated data. Thus, factors such as the different business practices between the States/Territories in interpreting the AVETMISS module outcomes, length of modules (they vary in length from five to over 100 hours), assessment practices in different courses, content and coverage of different courses and institution size, are not discernible in tables such as these.

Module outcomes 1996
(expressed as percentages of total module enrolments)

	Completions		Non-completions			Incomplete	Other outcomes			
	01	04	02	03	10,11,12	05	06	09	90, Blank	Total
	Passed	Completed hrs	Failed	Withheld	Withdrew	Continue	RPL	CT	not known	
NESB females	409 061	57 480	41 918	12 512	86 604	23 902	9 914	21 243	22 689	685 323
(%) NESB females	59.7	8.4	6.1	1.8	12.6	3.5	1.4	3.1	3.3	100.0
NESB males	362 479	48 338	62 748	12 489	87 287	27 308	14 243	20 226	18 517	653 635
(%) NESB males	55.5	7.4	9.6	1.9	13.4	4.2	2.2	3.1	2.8	100.0
ESB females	1 615 274	126 110	96 217	43 662	276 484	127 444	43 760	68 512	137 229	2 534 692
(%) ESB females	63.7	5.0	3.8	1.7	10.9	5.0	1.7	2.7	5.4	100.0
ESB males	1 773 358	143 073	146 311	52 531	248 821	183 993	51 682	72 169	130 926	2 802 810
(%) ESB males	63.3	5.1	5.2	1.9	8.9	6.6	1.8	2.6	4.7	100.0

In 1996:

- 60% of module enrolments by female students from non-English-speaking backgrounds resulted in a pass. The equivalent figure for females from English-speaking backgrounds was 64%.
- 56% of module enrolments by male students from non-English-speaking backgrounds resulted in a pass. The equivalent figure for males from English-speaking backgrounds was 63%.
- Approximately 8% of module enrolments by students from non-English-speaking backgrounds resulted in 'satisfactory completion of class hours', in contrast to approximately 5% of module enrolments by students from English-speaking backgrounds.
- 6% of module enrolments by female students from non-English-speaking backgrounds resulted in a fail. The equivalent figure for females from English-speaking backgrounds was 4%.
- 10% of module enrolments by male students from non-English-speaking backgrounds resulted in a fail. The equivalent figure for males from English-speaking backgrounds was 5%.
- Withdrawal rates for students from non-English-speaking backgrounds were higher (approximately 13%), in contrast to approximately 10% for students from English-speaking backgrounds.
- All other module outcomes were similar across both groups of students.

Module outcomes by stream grouping 1996

The table below lists the percentage of module enrolments which resulted in each outcome, by stream grouping, for each of the four groups of students. The column headed 'MCR' contains the module completion rate for each group of students. The module completion rate is included here as it is a convenient way of summarising the information on module outcomes.

The formula for module completion rate (MCR) is based on the formula for module load completion rate, published in the ANTA Annual National Report 1996 (volume 3). However, the data used in this publication are unadjusted data and therefore not comparable to the ANTA report.

The MCR essentially adds together the number of module enrolments that result in the two completion categories of outcomes and divides this figure by all enrolments, which result in either completion or non-completion categories.

Module completion rate (MCR) is calculated as follows:

$$\frac{\text{No. of module enrolments which result in module outcomes 01+04}}{\text{All module enrolments less those which result in outcomes 05+06+09+90+blanks}} \times 100$$

Module outcomes by stream grouping 1996
Students from non-English-speaking backgrounds and students from English-speaking backgrounds
(expressed as percentages of total module enrolments)

	01 Passed	04 Completed hrs	02 Failed	03 Withheld	10,11,12 Withdrew	05 Continue	06 RPL	09 CT	90+blank Not known	Total	MCR	Total no. of enrolments
Preparatory												
NESB females	41.1	24.9	4.0	3.8	13.4	4.5	0.4	0.3	7.5	100.0	75.6	**188 429**
NESB males	37.4	27.1	5.6	4.1	14.4	4.2	0.5	0.2	6.4	100.0	72.8	**126 606**
ESB females	43.1	16.8	2.8	1.3	13.7	6.0	0.4	0.6	15.4	100.0	77.1	**322 279**
ESB males	41.9	20.4	5.2	1.8	12.5	6.2	0.4	0.5	11.0	100.0	76.2	**251 264**
Operative												
NESB females	71.0	2.9	4.4	0.4	12.3	1.9	1.0	3.8	2.4	100.0	81.2	**99 887**
NESB males	60.9	7.8	5.7	0.6	13.2	4.4	1.0	2.2	4.3	100.0	77.9	**56 896**
ESB females	63.6	5.0	2.3	0.7	11.5	3.8	0.9	3.1	9.0	100.0	82.5	**455 477**
ESB males	60.7	8.1	2.8	1.2	9.3	5.2	1.1	1.9	9.7	100.0	83.8	**344 908**
Trades/skilled												
NESB females	66.1	2.2	7.2	1.0	11.9	4.0	1.9	3.6	2.2	100.0	77.3	**219 588**
NESB males	62.1	2.3	10.0	1.2	11.6	5.3	2.1	3.1	2.3	100.0	73.9	**272 696**
ESB females	67.4	3.2	4.4	1.9	9.9	5.7	1.9	2.4	3.1	100.0	81.2	**1 172 049**
ESB males	67.7	3.0	5.2	1.7	7.2	7.6	1.7	2.3	3.5	100.0	83.3	**1 741 681**
Prof/para-prof.												
NESB females	65.2	1.6	7.9	1.6	12.9	2.7	2.2	5.1	0.8	100.0	74.9	**177 398**
NESB males	56.3	1.7	12.8	1.9	15.2	2.5	3.7	5.2	0.8	100.0	66.0	**197 401**
ESB females	67.9	2.1	4.2	2.3	10.9	4.1	2.7	4.1	1.8	100.0	80.1	**584 796**
ESB males	60.2	2.4	7.2	2.9	12.9	3.7	3.7	5.2	1.8	100.0	73.2	**464 918**

Module completion rate

In 1996:

- For female students from non-English-speaking backgrounds the module completion rate was lowest at professional and para-professional level (75%), was higher at preparatory level (76%) and trades and other skills level (77%), and was highest at operative level (81%).
- For male students from non-English-speaking backgrounds the module completion rate was lowest at professional and para-professional level (66%), was higher at preparatory (73%) and trade and other skills level (74%), and was highest at operative level (78%).
- Across all four levels, the module completion rates for male non-English-speaking background students were the lowest.

In the preparatory stream grouping 1996

- The percentage of module enrolments that achieved a pass at this level was low since completion of some modules at this level is not based on assessment but on satisfactory completion of hours. Over one-quarter of module enrolments by students from non-English-speaking backgrounds resulted in satisfactory completion of hours.
- A lower proportion of male students from non-English-speaking backgrounds successfully completed the modules they enrolled in at this level.

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In the operative stream grouping 1996

- 71% of module enrolments by female students and 61% of module enrolments by male students from non-English speaking backgrounds resulted in a pass.
- 71% of enrolments by female non-English-speaking background students resulted in a pass. In contrast, 64% of enrolments of female English-speaking background students resulted in a pass.

In the trade and other skills stream grouping 1996

- 66% of module enrolments by female non-English-speaking background students resulted in a pass, compared to 62% for male non-English-speaking background students.
- A higher proportion of module enrolments by non-English-speaking background students resulted in a fail and a withdrawal at this level.

In the professional and para-professional stream grouping 1996

- 65% of module enrolments by females and 56% of module enrolments by males from non-English-speaking backgrounds achieved a pass.
- Almost 13% of module enrolments by male non-English-speaking background students resulted in a fail.

Graduates

The 1997 graduate destination survey was a national survey sent to 1996 graduates of TAFE institutes who completed a certificate, advanced certificate, associate diploma, diploma or advanced diploma of at least 200 hours or one semester in duration and who had an Australian address as their usual address. A total of 60 746 graduates responded, resulting in a national response rate of 55%. A very small number (60) of these respondents did not provide information on whether or not they were from non-English-speaking backgrounds.

In this survey, respondents were asked two questions about the language they spoke at home:

- Do you speak a language other than English at home?(Participants are asked to indicate yes or no.)
- Do/did either of your parents speak a language other than English as their first language?(Participants are asked to indicate 'yes both parents', 'yes one parent' or 'no'.)

This is a broader definition than that used in the national statistical collection.

Of the total number of respondents, 19 576 respondents (32%) indicated that they were from non-English-speaking backgrounds: that is, their main language was not English or their parents' first language was not English. In fact, 75% (14 658) of the 19 576 respondents answered 'yes' to the first question.

Just over three-quarters of respondents from non-English-speaking backgrounds lived in New South Wales and Victoria. Of the respondents from non-English-speaking backgrounds, 11 232 (57%) were female.

Selected statistics taken from the survey of 1996 graduates

	Non-English-speaking	%	English-speaking	%
Respondents	**19 576**	**32.2**	**41 118**	**67.7**
Qualification completed				
Associate diploma and higher	4 041	20.6	6 819	16.6
AQF IV/Advanced cert.	3 163	16.2	7 372	17.9
AQF III/Certificate trade	3 774	19.3	9 834	23.9
Certificate other	4 805	24.5	11 259	27.4
AQF Cert. II & AQF Cert. I	3 793	19.4	5 834	14.2
Total	**19 576**	**100.0**	**41 118**	**100.0**
Labour force status at 30 May 1997				
Total in employment	11 777	60.2	31 310	76.1
Unemployed	3 944	20.1	5 228	12.7
Not in the labour force	3 821	19.5	4 552	11.1
Total	**19 542**	**100.0**	**41 090**	**100.0**
Received RPL for 1996 course				
Received RPL	6 233	31.8	12 334	30.0
No recognition	12 937	66.1	28 128	68.4
Not stated	406	2.1	656	1.6
Total	**19 576**	**100.0**	**41 118**	**100.0**
Graduates employed during final semester				
Total	**10 113**	**51.7**	**27 336**	**66.5**
Total respondents	**19 576**	**100.0**	**41 118**	**100.0**
Graduates enrolled in further study at 30 May 1997				
Total graduates doing further study	**8 620**	**44.0**	**15 269**	**37.1**
Total respondents	**19 576**	**100.0**	**41 118**	**100.0**
Type of institution these graduates enrolled in				
University	2 197	25.5	3 354	22.0
TAFE	5 777	67.0	10 550	69.1
Private training provider	219	2.5	533	3.5
Adult/community education	107	1.2	223	1.5
Secondary school	38	0.4	91	0.6
Other (including not stated)	282	3.3	518	3.4
Total	**8 620**	**100.0**	**15 269**	**100.0**

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Profiles of specific language groups

In 1996, 67 different languages were identified by students who said that they spoke a language other than English at home. The numbers of speakers for each of these languages ranged from:

- 10 000–15 000 (Cantonese, Arabic, Vietnamese, Greek, Italian, Spanish)
- 4000–9999 (Mandarin, Chinese as stated, Croatian, Macedonian, Polish, Russian, Serbian, Filipino, Indonesian Malay, Asian not elsewhere indicated)
- 1000–3999 (Chinese not elsewhere indicated, Khmer, Yugoslav, Aboriginal, Thai, Dutch, French, German, Hindi, Hungarian, Japanese, Maltese, Portuguese, Singhalese, Tamil, Turkish, African not elsewhere indicated)
- less than 1000 (a range of 31 other languages)

This section of this overview provides a short summary, along with tables of data, related to the following specific language groups:

- Arabic, including Lebanese
- Chinese (Cantonese, Mandarin, Chinese as stated and Chinese not elsewhere specified)
- Greek
- Italian
- Vietnamese
- Spanish
- Slavic languages (Croatian, Polish, Russian, Serbian)

Languages other than English (LOTE)	VET students who speak LOTE 1996	%	People who speak LOTE (Census 1996)	%
Arabic	13 218	7.4	161 966	6.5
Chinese	30 630	17.2	323 955	13.0
Greek	10 600	6.0	259 019	10.4
Italian	11 858	6.7	367 290	14.8
Vietnamese	14 222	8.0	134 011	5.4
Spanish	11 048	6.2	86 860	3.5
Slavic	16 283	9.1	193 162	7.8
All other languages	69 735	39.3	960 810	38.6
Total	**177 594**	**100.0**	**2 487 073**	100.0

Source ABS, 1996 Census of Population and Housing (cat.no.2015); Australian National VET Statistics 1996

The profiles that follow include a brief summary along with tables of data:

- number of students by gender
- number of students by State/Territory
- number of students by age
- number of students by highest year of school completed
- number of students by prior qualification completed
- number of students by field of study
- number of students and number of module enrolments by stream grouping
- module outcomes

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Profile of VET students who speak Arabic (including Lebanese) at home

Highlights 1996

- 54% of the 13 218 VET students who spoke Arabic at home were male.
- While about 75% of all non-English-speaking students lived in New South Wales and Victoria, almost 91% of students from an Arabic-speaking background lived in these two States.
- The age profile of these students was younger than the overall population of non-English-speaking background students.
- Of the students who gave information on the highest year of school they had completed, 61% who spoke Arabic at home had completed Year 12.
- 22% of students who spoke Arabic at home had completed a qualification prior to enrolling in VET.
- Male students undertook courses mainly in TAFE multi-field, engineering and surveying, business, administration and economics and architecture and building.
- Half of the females undertook courses in TAFE multi-field. Females also mainly enrolled in courses in business, administration and economics and services, hospitality and transportation.
- Over 60% of module (subject) enrolments by students who spoke Arabic at home were at trade level or higher.
- In terms of module outcomes :
  - 59% of module enrolments resulted in a pass, although this ranged from 43% at preparatory level to 72% at operative level. RPL and credit transfer accounted for approximately 5% of module enrolments.
  - Less than 1% of module enrolments resulted in a fail.
  - 15% of module enrolments resulted in a withdrawal, the highest being at preparatory level (19%).

Number of students with Arabic-speaking background 1996

Gender	Number of students	%
Males	7 158	54.2
Females	6 058	45.8
Total	**13 218**	**100.0**

Note: Total includes students who did not indicate their gender.

Number of students with Arabic-speaking background in each State/Territory 1996

States/Territory	Number of students	%
NSW	9 602	72.6
Vic	2 398	18.1
Qld	235	1.8
WA	546	4.1
SA	285	2.2
Tas	23	0.2
NT	7	0.1
ACT	122	0.9
Total	**13 218**	**100.0**

Age range of students with Arabic-speaking background 1996

Age range	Number of students	%
under 14	25	0.2
15–19	3 546	26.8
20–24	2 737	20.7
25–29	1 729	13.1
30–39	2 938	22.2
40–49	1 395	10.6
50–59	452	3.4
60–64	81	0.6
65 +	92	0.7
Not known	223	1.7
Total	**13 218**	**100.0**

Highest year of school completed of students with Arabic-speaking background 1996

	Number of students	%
Year 9 or below	1 326	11.4
Year 10	2 076	17.9
Year 11	1 088	9.4
Year 12	7 107	61.3
Sub-total	11 597	100.0
Not known	1 621	
Total	**13 218**	

Highest qualification completed prior to enrolling in VET of students with Arabic-speaking background 1996

Highest qualification completed	Number of students	%	% of 13 218
Trade certificate	399	13.7	3.0
Advanced/technician certificate	224	7.7	1.7
Other certificate	968	33.2	7.3
Associate diploma	272	9.3	2.1
Undergraduate diploma	119	4.1	0.9
Degree/post-graduate diploma	928	31.8	7.0
Unspecified prior education	4	0.1	0.0
Total who have completed prior qualification	2 914	100.0	22.0
Total number of Arabic-speaking students	**13 218**		

Field of study of students with Arabic-speaking background 1996

Field of study	Male	%	Female	%
Land & marine resources, animal husbandry	66	0.9	32	0.5
Architecture, building	1 008	14.1	56	0.9
Art, humanities & social science	243	3.4	336	5.5
Business, administration, economics	1 124	15.7	1 796	29.7
Education	16	0.2	38	0.6
Engineering, surveying	2 211	30.9	157	2.6
Health, community services	180	2.5	459	7.6
Law, legal studies	20	0.3	8	0.1
Science	344	4.8	314	5.2
Veterinary science, animal care	#	0.0	#	0.0
Services, hospitality, transportation	550	7.7	702	11.6
TAFE multi-field education	2 272	31.7	3 000	49.5
Net total	**7 158**		**6 058**	

Note: Students can enrol in more than one course and these courses may be in more than one field of study. Thus the net total is actual number of students, not the sum of all the data above it.

Number of students with Arabic-speaking background and number of module enrolments 1996

Stream grouping	No. of students	%	No. of module enrolments	%
Preparatory	5 454	41.3	20 349	20.8
Operative	2 422	18.3	15 779	16.1
Trade & other skills	4 675	35.4	38 595	39.4
Para-professional	2 281	17.3	23 202	23.7
Total	**13 218**	**100.0**	**97 927**	**100.0**

Notes: Total number of students is net figure, not the sum of all the data above it, since some students enrol in more than one course.
Total module enrolments includes enrolments not associated with a course.

Module outcomes achieved by students with Arabic-speaking background 1996

Module outcomes by stream grouping	Preparatory		Operative		Trade/other skills		Prof/para-prof		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
01–passed	8 727	42.9	11 283	71.5	24 455	63.4	13 397	57.7	57 863	59.1
04–satisfactory completion of hours	1 044	5.1	1 293	8.2	4 284	11.1	3 126	13.5	9 747	10.0
02–failed	324	1.6	33	0.2	250	0.6	96	0.4	703	0.7
03–result withheld	4 409	21.7	321	2.0	698	1.8	315	1.4	5 743	5.9
10,11,12–withdrew	3 801	18.7	2 000	12.7	5 058	13.1	3 833	16.5	14 692	15.0
05–continuing studies	1 117	5.5	169	1.1	1 396	3.6	429	1.8	3 111	3.2
06–RPL	107	0.5	145	0.9	599	1.6	710	3.1	1 561	1.6
09–credit transfer	83	0.4	404	2.6	1 544	4.0	1 236	5.3	3 267	3.3
Not known	737	3.6	131	0.8	311	0.8	60	0.3	1 240	1.3
Total	**20 349**	**100.0**	**15 779**	**100.0**	**38 595**	**100.0**	**23 202**	**100.0**	**97 927**	**100.0**

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Profile of VET students who speak Chinese at home

Highlights 1996

- 57% of the 30 630 VET students with a Chinese-speaking background were female.
- Over three-quarters of these students lived in New South Wales and Victoria which is where most of the students from non-English-speaking backgrounds lived.
- The age profile of these students was older than the general non-English-speaking VET student population.
- Of the students who gave information on the highest year of school they had completed, 69% of these students had completed Year 12. In contrast, 63% of all non-English-speaking background students had completed Year 12 before enrolling in their VET program.
- About one-third had completed a qualification prior to enrolling in their VET program.
- Males enrolled mainly in courses in TAFE multi-field, business, administration and economics and, to a lesser extent, in engineering and surveying.
- Females enrolled mainly in courses in TAFE multi-field, business, administration and economics and, to a lesser extent, in art, humanities and social science.
- Over 60% of module enrolments by these students were at trade level and above.
- In terms of module outcomes:
  - 59% of module enrolments resulted in a pass, although this ranged from 44% at preparatory level to 70% at operative level. RPL and credit transfer accounted for approximately 6% of module enrolments.
  - 6% of module enrolments resulted in a fail.
  - 13% of module enrolments resulted in a withdrawal, the highest being at preparatory level (14%).

Number of students with Chinese-speaking backgrounds 1996

Gender	Number of students	%
Males	13 201	43.1
Females	17 408	56.8
Total	**30 630**	**100.0**

Note: Total includes students who did not indicate their gender.

Number of students with Chinese-speaking backgrounds in each State/Territory 1996

States/Territories	Number of students	%
NSW	15 723	51.3
Vic	8 364	27.3
Qld	2 723	8.9
WA	2 022	6.6
SA	1 182	3.9
Tas	38	0.1
NT	104	0.3
ACT	474	1.5
Total	**30 630**	**100.0**

Age range of students with Chinese-speaking backgrounds 1996

Age range	Number of students	%
under 14	27	0.1
15–19	2 815	9.2
20–24	5 049	16.5
25–29	3 931	12.8
30–39	10 646	34.8
40–49	5 439	17.8
50–59	1 313	4.3
60–64	413	1.3
65 +	425	1.4
Not known	572	1.9
Total	**30 630**	**100.0**

Highest year of school completed of students with Chinese-speaking backgrounds 1996

	Number of students	%
Year 9 or below	2 300	9.3
Year 10	2 650	10.7
Year 11	2 844	11.5
Year 12	16 910	68.5
Sub-total	24 704	100.0
Not known	5 926	
Total	**30 630**	

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Highest qualification completed prior to enrolling in VET of students with Chinese-speaking backgrounds 1996

Highest qualification completed	Number	%	% of 30 630
Trade certificate	858	8.6	2.8
Advanced/technician certificate	1 021	10.2	3.3
Other certificate	2 240	22.4	7.3
Associate diploma	1 551	15.5	5.1
Undergraduate diploma	1 045	10.5	3.4
Degree/post-graduate diploma	3 263	32.6	10.7
Unspecified prior education	22	0.2	0.1
Total who have completed prior qualification	10 000	100.0	32.6
Total number of Chinese-speaking students	**30 630**		

Field of study of students with Chinese-speaking backgrounds 1996

Field of study	Male	%	Female	%
Land & marine resources, animal husbandry	93	0.7	46	0.3
Architecture, building	509	3.9	107	0.6
Art, humanities & social science	1 278	9.7	2 395	13.8
Business, administration, economics	3 622	27.4	5 884	33.8
Education	136	1.0	248	1.4
Engineering, surveying	2 530	19.2	545	3.1
Health, community services	320	2.4	735	4.2
Law, legal studies	47	0.4	35	0.2
Science	902	6.8	695	4.0
Veterinary science, animal care	-	-	4	0.0
Services, hospitality, transportation	809	6.1	1 090	6.3
TAFE multi-field education	5 989	45.4	10 043	57.7
Net total	**13 201**		**17 408**	

Students can enrol in more than one course and these courses may be in more than one field of study. Thus the net total is actual number of students, not the sum of all the data above it.

Number of students with Chinese-speaking backgrounds and number of module enrolments 1996

Stream grouping	No. of students	%	No. of module enrolments	%
Preparatory	17 165	56.0	72 162	28.6
Operative	4 257	13.9	23 357	9.3
Trade & other skills	8 361	27.3	67 483	26.8
Para-professional	7 545	24.6	89 194	35.4
Net total	**30 630**		**252 200**	**100.0**

Note: Total number of students is net figure, not the sum of all the data above it, since some students enrol in more than one course.
Total module enrolments includes enrolments not associated with a course.

Module outcomes achieved by students with Chinese-speaking background 1996

Module outcomes by stream grouping	Preparatory		Operative		Trade/other skills		Prof/para-prof		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
01–passed	31 931	44.2	16 233	69.5	44 243	65.6	56 300	63.1	148 708	59.0
04–satisfactory completion of hours	16 789	23.3	1 317	5.6	1 750	2.6	1 689	1.9	21 545	8.5
02–failed	4 030	5.6	771	3.3	3 754	5.6	7 186	8.1	15 741	6.2
03–result withheld	2 729	3.8	71	0.3	671	1.0	1 896	2.1	5 367	2.1
10,11,12–withdrew	10 130	14.0	2 883	12.3	8 900	13.2	11 573	13.0	33 486	13.3
05–continuing studies	2 089	2.9	484	2.1	2 529	3.7	1 705	1.9	6 807	2.7
06–RPL	304	0.4	231	1.0	1 671	2.5	3 454	3.9	5 660	2.2
09–credit transfer	142	0.2	871	3.7	2 885	4.3	4 656	5.2	8 556	3.4
Not known	4 018	5.6	496	2.1	1 080	1.6	735	0.8	6 330	2.5
Total	**72 162**	**100.0**	**23 357**	**100.0**	**67 483**	**100.0**	**89 194**	**100.0**	**252 200**	**100.0**

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Profile of VET students who speak Greek at home

Highlights 1996

- 55% of the 10 600 VET students with a Greek-speaking background were male.
- While about 75% of all non-English-speaking students lived in New South Wales and Victoria, almost 87% of Greek-speaking students lived in these two States.
- The age profile of these students was younger than the general non-English-speaking VET student population: 55% of students from Greek-speaking backgrounds were aged 15–24.
- Of the students who gave information on the highest year of school they had completed, 59% of these students had completed Year 12. In contrast, 63% of all non-English-speaking background students had completed Year 12 before enrolling in their VET program.
- 22% of students who spoke Greek at home had completed a qualification before enrolling in a VET program.
- Substantially lower proportions of male and female students were undertaking courses in TAFE multi-field, compared to the general non-English-speaking VET population.
- Males enrolled mainly in courses in engineering and surveying, business, administration and economics and, to a lesser extent, in TAFE multi-field and art, humanities and social sciences.
- Females enrolled mainly in courses in business, administration and economics, TAFE multi-field and, to a lesser extent, in services, hospitality and transportation and health and community services.
- Approximately 79% of module enrolments by these students were at trade level and above.
- In terms of module outcomes:
  - 60% of module enrolments resulted in a pass, although this ranged from 41% at preparatory level to 67% at operative level. RPL and credit transfer accounted for approximately 5% of module enrolments.
  - Less than 1% of module enrolments resulted in a fail.
  - 13% of module enrolments resulted in a withdrawal, the highest being at preparatory and para professional/professional level (16%).

Number of students with a Greek-speaking background 1996

Gender	Number of students	%
Males	5 870	55.4
Females	4 727	44.6
Total	**10 600**	**100.0**

Note: Total includes students who did not indicate their gender.

Number of students with a Greek-speaking background in each State/Territory 1996

States/Territories	Number of students	%
NSW	4 936	46.6
Vic	4 296	40.5
Qld	152	1.4
WA	157	1.5
SA	697	6.6
Tas	68	0.6
NT	125	1.2
ACT	169	1.6
Total	**10 600**	**100.0**

Age range of students with a Greek-speaking background 1996

Age range	Number	%
under 14	8	0.1
15–19	2 697	25.4
20–24	3 089	29.1
25–29	1 442	13.6
30–39	1 370	12.9
40–49	875	8.3
50–59	733	6.9
60–64	135	1.3
65 +	70	0.7
Not known	181	1.7
Total	**10 600**	**100.0**

Highest year of school completed of students with a Greek-speaking background 1996

	Number of students	%
Year 9 or below	987	10.7
Year 10	1 502	16.4
Year 11	1 239	13.5
Year 12	5 458	59.4
Sub-total	9 186	100.0
Not known	1 414	
Total	**10 600**	

Highest qualification completed prior to enrolling in VET of students with a Greek-speaking background 1996

Highest qualification completed	Number	%	% of 10600
Trade certificate	505	21.7	4.8
Advanced/technician certificate	293	12.6	2.8
Other certificate	873	37.4	8.2
Associate diploma	279	12.0	2.6
Undergraduate diploma	59	2.5	0.6
Degree/post-graduate diploma	323	13.9	3.0
Unspecified prior education	0	0.0	0.0
Total who have completed prior qualification	2 332	100.0	22.0
Total number of Greek-speaking students	**10 600**		

Field of study of students with a Greek-speaking background 1996

Field of study	Male	%	Female	%
Land & marine resources, animal husbandry	103	1.8	55	1.2
Architecture, building	901	15.3	77	1.6
Art, humanities & social science	202	3.4	401	8.5
Business, administration, economics	1 358	23.1	1 722	36.4
Education	32	0.5	63	1.3
Engineering, surveying	2 063	35.1	132	2.8
Health, community services	164	2.8	507	10.7
Law, legal studies	22	0.4	22	0.5
Science	221	3.8	196	4.1
Veterinary science, animal care	-	-	9	0.2
Services, hospitality, transportation	569	9.7	700	14.8
TAFE multi-field education	925	15.8	1 460	30.9
Net total	**5 870**		**4 727**	

Note: Students can enrol in more than one course and these courses may be in more than one field of study. Thus the net total is actual number of students, not the sum of all the data above it.

Number of students with a Greek-speaking background and number of module enrolments 1996

Stream grouping	No. of students	%	No. of module enrolments	%
Preparatory	2 592	24.5	8 634	10.3
Operative	1 668	15.7	8 685	10.4
Trade & other skills	5 088	48.0	42 224	50.6
Para-professional	2 408	22.7	23 891	28.6
Total	**10 600**		**83 435**	**100.0**

Notes: Total number of students is net figure, not the sum of all the data above it, since some students enrol in more than one course.
Total module enrolments includes enrolments not associated with a course.

Module outcomes achieved by students with a Greek-speaking background 1996

Module outcomes by stream grouping	Preparatory		Operative		Trade/other skills		Prof/para-prof		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
01–passed	3 550	41.1	5 842	67.3	26 675	63.2	14 053	58.8	50 121	60.1
04–satisfactory completion of hours	424	4.9	542	6.2	4 514	10.7	3 139	13.1	8 619	10.3
02–failed	66	0.8	40	0.5	240	0.6	87	0.4	433	0.5
03–result withheld	1 584	18.3	288	3.3	744	1.8	220	0.9	2 836	3.4
10,11,12–withdrew	1 416	16.4	1 136	13.1	4 649	11.0	3 900	16.3	11 101	13.3
05–continuing studies	692	8.0	235	2.7	2 601	6.2	662	2.8	4 190	5.0
06–RPL	45	0.5	128	1.4	971	2.3	540	2.3	1 684	2.0
09–credit transfer	29	0.3	284	3.3	1 149	2.7	1 147	4.8	2 609	3.1
Not known	828	9.6	190	2.2	681	1.6	143	0.6	1 842	2.2
Total	**8 634**	**100.0**	**8 685**	**100.0**	**42 224**	**100.0**	**23 891**	**100.0**	**83 435**	**100.0**

Profile of VET students who speak Italian at home

- 54% of the 11 858 VET students with an Italian-speaking background were male.
- 76% of these students lived in New South Wales and Victoria. Western Australia and South Australia accounted for a further 18% of these students.
- The age profile of these students was younger than the general non-English-speaking VET student population: 45% of students from Italian-speaking backgrounds were aged 15–24.
- Of the students who gave information on the highest year of school they had completed, 49% of these students had completed Year 12. In contrast, 63% of all non-English-speaking background students had completed Year 12 before enrolling in their VET program.
- 23% of students who spoke Italian at home had completed a qualification before enrolling in a VET program.
- Substantially lower proportions of male and female students were undertaking courses in TAFE multi-field, compared to the general non-English-speaking VET population.
- Males enrolled mainly in courses in engineering and surveying, architecture and building, TAFE multi-field and business, administration and economics.
- Females enrolled mainly in courses in TAFE multi-field, business, administration and economics and, to a lesser extent, in services, hospitality and transportation and health and community services.
- Approximately 77% of module enrolments by these students were at trade level and above.
- In terms of module outcomes:
  - 63% of module enrolments resulted in a pass, although this ranged from 39% at preparatory level to 69% at operative level. RPL and credit transfer accounted for approximately 5% of module enrolments.
  - Less than 1% of module enrolments resulted in a fail.
  - 13% of module enrolments resulted in a withdrawal, the highest being at preparatory level (21%).

Number of students with an Italian-speaking background 1996

Gender	Number of students	%
Males	6 450	54.4
Females	5 405	45.6
Total	**11 858**	**100.0**

Note:Total includes students who did not indicate their gender.

Number of students with an Italian-speaking background in each State/Territory 1996

States/Territories	Number of students	%
NSW	4 794	40.4
Vic	4 394	37.1
Qld	268	2.3
WA	1 140	9.6
SA	947	8.0
Tas	44	0.4
NT	31	0.3
ACT	240	2.0
Total	**11 858**	**100.0**

Age range of students with an Italian-speaking background 1996

Age range	Number	%
under 14	11	0.1
15–19	2 603	22.0
20–24	2 770	23.4
25–29	1 478	12.5
30–39	1 979	16.7
40–49	1 358	11.5
50–59	945	8.0
60–64	282	2.4
65 +	243	2.0
Not known	189	1.6
Total	**11 858**	**100.0**

Highest year of school completed of students with an Italian-speaking background 1996

	Number of students	%
Year 9 or below	1338	13.4
Year 10	2 327	23.4
Year 11	1 414	14.2
Year 12	4 875	49.0
Sub-total	9 954	100.0
Not known	1 904	
Total	**11 858**	

Highest qualification completed prior to enrolling in VET of students with an Italian-speaking background 1996

Highest qualification completed	Number	%	% of 11858
Trade certificate	731	26.6	6.2
Advanced/technician certificate	296	10.8	2.4
Other certificate	1 002	36.5	8.5
Associate diploma	265	9.7	2.2
Undergraduate diploma	81	3.0	0.7
Degree/post-graduate diploma	364	13.3	3.1
Unspecified prior education	5	0.2	0.1
Total who have completed prior qualification	2 744	100.0	23.2
Total number of Italian-speaking students	**11 858**		

Field of study of students with an Italian-speaking background 1996

Field of study	Male	%	Female	%
Land & marine resources, animal husbandry	194	3.0	76	1.4
Architecture, building	1 285	19.9	53	1.0
Art, humanities & social science	274	4.2	495	9.2
Business, administration, economics	1 216	18.9	1 635	30.2
Education	53	0.8	124	2.3
Engineering, surveying	1 969	30.5	141	2.6
Health, community services	196	3.0	564	10.4
Law, legal studies	21	0.3	25	0.5
Science	228	3.5	272	5.0
Veterinary science, animal care	-	-	15	0.3
Services, hospitality, transportation	623	9.7	860	15.9
TAFE multi-field education	1 211	18.8	1 835	34.0
Net total	**6 450**		**5 405**	

Note: Students can enrol in more than one course and these courses may be in more than one field of study. Thus the net total is actual number of students, not the sum of all the data above it.

Number of students with an Italian-speaking background and number of module enrolments 1996

Stream grouping	No. of students	%	No. of module enrolments	%
Preparatory	3 330	28.1	9 885	11.9
Operative	1 954	16.5	9 388	11.3
Trade & other skills	5 741	48.4	44 261	53.1
Para-professional	2 232	18.8	19 871	23.8
Total	**11 858**		**83 405**	**100.0**

Notes: Total number of students is net figure, not the sum of all the data above it, since some students enrol in more than one course. Total module enrolments includes enrolments not associated with a course.

Module outcomes achieved by students with an Italian-speaking background 1996

Module outcomes by stream grouping	Preparatory		Operative		Trade/other skills		Prof/para-prof		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
01–passed	3 891	39.4	6 427	68.5	29 618	66.9	12 719	64.0	52 655	63.1
04–satisfactory completion of hours	430	4.4	424	4.5	3 988	9.0	1 682	8.5	6 524	7.8
02–failed	73	0.7	31	0.3	299	0.7	121	0.6	524	0.6
03–result withheld	1 962	19.8	361	3.8	708	1.6	164	0.8	3 195	3.8
10,11,12–withdrew	2 077	21.0	1 386	14.8	4 947	11.2	2 732	13.7	11 142	13.4
05–continuing studies	994	10.1	328	3.5	2 491	5.6	621	3.1	4 434	5.3
06–RPL	68	0.7	69	0.7	971	2.2	725	3.6	1 833	2.2
09–credit transfer	14	0.1	320	3.4	1 224	2.8	1 050	5.3	2 608	3.1
Not known	1 292	13.1	286	3.0	986	2.2	153	0.8	2 717	3.3
Total	**9 885**	**100.0**	**9388**	**100.0**	**44 261**	**100.0**	**19 871**	**100.0**	**83 405**	**100.0**

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Profile of VET students who speak Vietnamese at home

Highlights 1996

- Half of the 14 222 students who spoke Vietnamese at home were male.
- 75% of these students lived in New South Wales and Victoria. A further 22% of these students were fairly evenly divided between Queensland, Western Australia and South Australia.
- 10% of these students were aged 15–19, which is substantially lower than the equivalent figure for all non-English-speaking background students.
- Of the students who gave information on the highest year of school they had completed, 62% of these students had completed Year 12.
- 16% of students who spoke Vietnamese at home had completed a qualification before enrolling in a VET program. Of non-English-speaking background VET students, 26% had completed a qualification before enrolling in VET.
- Substantially higher proportions of male and female students were undertaking courses in TAFE multi-field, compared to the general non-English-speaking VET population.
- Males enrolled mainly in courses in TAFE multi-field, engineering and surveying and, to a lesser extent, in business, administration and economics.
- Females enrolled mainly in courses in TAFE multi-field, business, administration and economics and, to a lesser extent, in arts, humanities and social sciences.
- Approximately 58% of module enrolments by these students were at trade level and above.
- In terms of module outcomes:
  - 50% of module enrolments resulted in a pass, although this ranged from 34% at preparatory level to 65% at operative level. RPL and credit transfer accounted for approximately 4% of module enrolments.
  - 3% of module enrolments resulted in a fail.
  - 18% of module enrolments resulted in a withdrawal, the highest being at preparatory level (21%).

Number of students with a Vietnamese-speaking background 1996

Gender	Number of students	%
Males	7 170	50.4
Females	7 045	49.5
Total	**14 222**	**100.0**

Note: Total includes students who did not indicate their gender.

Number of students with a Vietnamese-speaking background in each State/Territory 1996

States/Territories	Number of students	%
NSW	5 100	35.9
Vic	5 516	38.8
Qld	1 150	8.1
WA	997	7.0
SA	1 043	7.3
Tas	35	0.2
NT	42	0.3
ACT	339	2.4
Total	**14 222**	**100.0**

Age range of students with a Vietnamese-speaking background 1996

Age range	Number	%
under 14	8	0.1
15–19	1 482	10.4
20–24	2 994	21.1
25–29	2 184	15.4
30–39	3 704	26.0
40–49	2 283	16.1
50–59	800	5.6
60–64	226	1.6
65 +	245	1.7
Not known	296	2.1
Total	**14 222**	**100.0**

Highest year of school completed of students with a Vietnamese-speaking background 1996

	Number of students	%
Year 9 or below	1 908	16.7
Year 10	1 388	12.2
Year 11	1 088	9.5
Year 12	7 029	61.6
Sub-total	11 413	100.0
Not known	2 809	
Total	**14 222**	

Highest qualification completed prior to enrolling in VET of students with a Vietnamese-speaking background 1996

Highest qualification completed	Number	%	% of 14222
Trade certificate	295	12.6	2.1
Advanced/technician certificate	282	12.0	2.0
Other certificate	797	34.0	5.6
Associate diploma	305	13.0	2.1
Undergraduate diploma	93	4.0	0.7
Degree/post-graduate diploma	560	23.9	3.9
Unspecified prior education	9	0.4	0.1
Total who have completed prior qualification	2 341	100.0	16.5
Total number of Vietnamese-speaking students	**14 222**		

Field of study of students with a Vietnamese-speaking background 1996

Field of study	Male	%	Female	%
Land & marine resources, animal husbandry	55	0.8	18	0.3
Architecture, building	413	5.8	30	0.4
Art, humanities & social science	708	9.9	915	13.0
Business, administration, economics	1 130	15.8	1 834	26.0
Education	81	1.1	165	2.3
Engineering, surveying	1 972	27.5	266	3.8
Health, community services	338	4.7	579	8.2
Law, legal studies	8	0.1	5	0.1
Science	254	3.5	165	2.3
Veterinary science, animal care	-	-	-	-
Services, hospitality, transportation	386	5.4	476	6.8
TAFE multi-field education	3 400	47.4	4 226	60.0
Net total	**7 170**		**7 045**	

Note: Students can enrol in more than one course and these courses may be in more than one field of study. Thus the net total is actual number of students, not the sum of all the data above it.

Number of students with a Vietnamese-speaking background and number of module enrolments 1996

Stream grouping	No. of students	%	No. of module enrolments	%
Preparatory	8 316	58.5	32 357	31.5
Operative	1 848	13.0	10 330	10.1
Trade & other skills	4 075	28.7	31 026	30.2
Para-professional	2 641	18.6	29 011	28.2
Total	**14 222**		**102 724**	**100.0**

Notes: Total number of students is net figure, not the sum of all the data above it, since some students enrol in more than one course.
Total module enrolments includes enrolments not associated with a course.

Module outcomes achieved by students with a Vietnamese-speaking background 1996

Module outcomes by stream grouping	Preparatory		Operative		Trade/other skills		Prof/para-prof		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
01–passed	10 906	33.7	6 688	64.7	18 080	58.3	15 694	54.1	51 368	50.0
04–satisfactory completion of hours	1 608	5.0	641	6.2	3 634	11.7	4 270	14.7	10 153	9.9
02–failed	2 177	6.7	41	0.4	462	1.5	634	2.2	3 314	3.2
03–result withheld	8 949	27.7	518	5.0	939	3.0	478	1.6	10 884	10.6
10,11,12–withdrew	6 670	20.6	1 691	16.4	4 744	15.3	5 310	18.3	18 415	17.9
05–continuing studies	1 425	4.4	233	2.3	1 643	5.3	623	2.1	3 924	3.8
06–RPL	161	0.5	106	1.0	410	1.3	569	2.0	1 246	1.2
09–credit transfer	57	0.2	372	3.6	1 101	3.5	1 433	4.9	2 963	2.9
Not known	2 687	8.3	370	3.6	637	2.1	141	0.5	3835	3.7
Total	**32 357**	**100.0**	**10 330**	**100.0**	**31 026**	**100.0**	**29 011**	**100.0**	**102 724**	**100.0**

Profile of VET students who speak Spanish at home

- 54% of the 11 048 students who spoke Spanish at home were female.
- 79% of these students lived in New South Wales and Victoria. A further 18% of these students were divided between Queensland, Western Australia and South Australia.
- There were higher proportions of students who spoke Spanish at home in the age range 40–65 than other groups of students.
- Of the students who gave information on the highest year of school they had completed, 66% of these students had completed Year 12. In contrast, 63% of all non-English-speaking background students had completed Year 12 before enrolling in their VET program.
- 27% of students who spoke Spanish at home had completed a qualification before enrolling in a VET program.
- The proportions of students who spoke Spanish at home doing courses in each field of study matched the non English-speaking background student population generally.
- Males enrolled mainly in courses in TAFE multi-field, engineering and surveying and, to a lesser extent, business, administration and economics.
- Females enrolled mainly in courses in TAFE multi-field, business, administration and economics and, to a lesser extent, in arts, humanities and social sciences and health and community services.
- Approximately 61% of module enrolments by these students were at trade level and above.
- In terms of module outcomes:
  - 57% of module enrolments resulted in a pass, although this ranged from 42% at preparatory level to 65% at operative level. RPL and credit transfer accounted for approximately 6% of module enrolments.
  - 3% of module enrolments resulted in a fail.
  - 16% of module enrolments resulted in a withdrawal, the highest being at preparatory level (21%).

Number of students with a Spanish-speaking background 1996

Gender	Number of students	%
Males	5 074	45.9
Females	5 968	54.0
Total	**11 048**	**100.0**

Note: Total includes students who did not indicate their gender.

Number of students with a Spanish-speaking background in each State/Territory 1996

States/Territories	Number of students	%
NSW	6 208	56.2
Vic	2 468	22.3
Qld	1 037	9.4
WA	566	5.1
SA	337	3.1
Tas	116	1.0
NT	22	0.2
ACT	294	2.7
Total	**11 048**	**100.0**

Age range of students with a Spanish-speaking background 1996

Age range	Number	%
under 14	14	0.1
15–19	1 565	14.2
20–24	1 989	18.0
25–29	1 305	11.8
30–39	2 461	22.3
40–49	2 097	19.0
50–59	989	9.0
60–64	198	1.8
65 +	195	1.8
Not known	235	2.1
Total	**11 048**	**100.0**

Highest year of school completed of students with a Spanish-speaking background 1996

	Number of students	%
Year 9 or below	862	9.7
Year 10	1 256	14.2
Year 11	839	9.5
Year 12	5 905	66.6
Sub-total	8 862	100.0
Not known	2 186	
Total	**11 048**	

Highest qualification completed prior to enrolling in VET of students with a Spanish-speaking background 1996

Highest qualification completed	Number	%	% of 11 048
Trade certificate	526	17.7	4.8
Advanced/technician certificate	345	11.6	3.1
Other certificate	1 061	35.7	9.6
Associate diploma	294	9.9	2.7
Undergraduate diploma	142	4.8	1.3
Degree/post-graduate diploma	594	20.0	5.4
Unspecified prior education	11	0.4	0.1
Total who have completed prior qualifications	2 973	100.0	26.9
Total number of Spanish- speaking students	**11 048**		

Field of study of students with a Spanish-speaking background 1996

Field of study	Male	%	Female	%
Land & marine resources, animal husbandry	76	1.5	36	0.6
Architecture, building	427	8.4	60	1.0
Art, humanities & social science	474	9.3	817	13.7
Business, administration, economics	1 001	19.7	1 463	24.5
Education	41	0.8	70	1.2
Engineering, surveying	1 403	27.7	158	2.6
Health, community services	236	4.7	673	11.3
Law, legal studies	12	0.2	19	0.3
Science	347	6.8	296	5.0
Veterinary science, animal care	#	0.0	9	0.2
Services, hospitality, transportation	403	7.9	623	10.4
TAFE multi-field education	1 627	32.1	2 906	48.7
Net total	**5 074**		**5 968**	

Note: Students can enrol in more than one course and these courses may be in more than one field of study. Thus the net total is actual number of students, not the sum of all the data above it.

Number of students with a Spanish-speaking background and number of module enrolments 1996

Stream grouping	No. of students	%	No. of module enrolments	%
Preparatory	5 196	47.0	19 608	24.0
Operative	2 135	19.3	11 845	14.5
Trade & other skills	3 716	33.6	30405	37.2
Para-professional	1 925	17.4	19 813	24.3
Total	**11 048**		**81 672**	**100.0**

Notes: Total number of students is net figure, not the sum of all the data above it, since some students enrol in more than one course.
Total module enrolments includes enrolments not associated with a course.

Module outcomes achieved by students with a Spanish-speaking background 1996

Module outcomes by stream grouping	Preparatory		Operative		Trade/other skills		Prof/para-prof		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
01–passed	8 202	41.8	7 683	64.9	19 244	63.3	11 455	57.8	46 585	57.0
04–satisfactory completion of hours	917	4.7	731	6.2	2 710	8.9	2 160	10.9	6 518	8.0
02–failed	1 178	6.0	78	0.7	579	1.9	565	2.9	2 400	2.9
03–result withheld	3 856	19.7	466	3.9	880	2.9	428	2.2	5 630	6.9
10,11,12–withdrew	4 019	20.5	1 943	16.4	4 421	14.5	2 520	12.7	12 903	15.8
05–continuing studies	671	3.4	288	2.4	947	3.1	588	3.0	2 494	3.1
06–RPL	165	0.8	130	1.1	530	1.7	537	2.7	1 362	1.7
09–credit transfer	42	0.2	400	3.4	1 077	3.5	1 557	7.9	3 076	3.8
Not known	1 320	6.7	355	3.0	571	1.9	112	0.6	2 360	2.9
Total	**19 608**	**100.0**	**11 845**	**100.0**	**30 405**	**100.0**	**19 813**	**100.0**	**81 672**	**100.0**

Profile of VET students who speak a Slavic language (Croatian, Polish, Russian, Serbian) at home

- 53% of the 16 283 students who spoke a Slavic language at home were female.
- 65% of these students lived in New South Wales and Victoria. A further 30% of these students were divided between Queensland, Western Australia and South Australia.
- The age profile of students who spoke a Slavic language at home was older than the non-English-speaking VET population generally.
- Of the students who gave information on the highest year of school they had completed, 66% of these students had completed Year 12. In contrast, 63% of all non-English-speaking background students had completed Year 12 before enrolling in their VET program.
- 27% of students who spoke a Slavic language at home had completed a qualification before enrolling in a VET program.
- The proportions of students who spoke a Slavic language at home doing courses in TAFE multi-field were higher than for the non-English-speaking background student population generally.
- Males enrolled mainly in courses in TAFE multi-field, engineering and surveying and, to a lesser extent, business, administration and economics and architecture and building.
- Females enrolled mainly in courses in TAFE multi-field, business, administration, economics and, to a lesser extent, arts, humanities and social sciences .
- Approximately 58% of module enrolments by these students were at trade level and above.
- In terms of module outcomes:
  - 56% of module enrolments resulted in a pass, although this ranged from 34% at preparatory level to 68% at operative level. RPL and credit transfer accounted for approximately 4% of module enrolments.
  - 7% of module enrolments resulted in a fail.
  - 11% of module enrolments resulted in a withdrawal, the highest being at operative level (12%).

Number of students with a Slavic-speaking background 1996

Gender	Number of students	%
Males	7 602	46.7
Females	8 678	53.3
Total	**16 283**	**100.0**

Note:Total includes students who did not indicate their gender.

Number of students with a Slavic-speaking background in each State/Territory 1996

States/Territories	Number of students	%
NSW	5 658	34.7
Vic	4 868	29.9
Qld	1 297	8.0
WA	1 859	11.4
SA	1 766	10.8
Tas	177	1.1
NT	22	0.1
ACT	636	3.9
Total	**16 283**	**100.0**

Age range of students with a Slavic-speaking background 1996

Age range	Number	%
under 14	14	0.1
15–19	2 225	13.7
20–24	2 704	16.6
25–29	1 820	11.2
30–39	3 879	23.8
40–49	3 062	18.8
50–59	1 334	8.2
60–64	400	2.5
65 +	518	3.2
Not known	327	2.0
Total	**16 283**	**100.0**

Highest year of school completed of students with a Slavic-speaking background 1996

	Number of students	%
Year 9 or below	1 091	8.4
Year 10	1 736	13.3
Year 11	1 583	12.2
Year 12	8 600	66.1
Sub-total	13 010	100.0
Not known	3 273	
Total	**16 283**	

Highest qualification completed prior to enrolling in VET of students with a Slavic-speaking background 1996

Highest qualification completed	Number	%	% of 16 283
Trade certificate	795	17.9	4.9
Advanced/technician certificate	550	12.4	3.4
Other certificate	990	22.3	6.1
Associate diploma	492	11.1	3.0
Undergraduate diploma	295	6.6	1.8
Degree/post-graduate diploma	1 309	29.5	8.0
Unspecified prior education	7	0.2	0.0
Total who have completed prior qualification	4 438	100.0	27.3
Total number of Slavic-speaking students	**16 283**		

Field of study of students with a Slavic-speaking background 1996

Field of study	Male	%	Female	%
Land & marine resources, animal husbandry	105	1.4	39	0.4
Architecture, building	798	10.5	84	1.0
Art, humanities & social science	711	9.4	1 131	13.0
Business, administration, economics	1 137	15.0	2 038	23.5
Education	57	0.7	146	1.7
Engineering, surveying	1 912	25.2	297	3.4
Health, community services	185	2.4	606	7.0
Law, legal studies	12	0.2	18	0.2
Science	312	4.1	307	3.5
Veterinary science, animal care	4	0.1	11	0.1
Services, hospitality, transportation	388	5.1	663	7.6
TAFE multi-field education	3 182	41.9	4 778	55.1
Net total	**7 602**		**8 678**	

Note: Students can enrol in more than one course and these courses may be in more than one field of study. Thus the net total is actual number of students, not the sum of all the data above it.

Number of students with a Slavic-speaking background and number of module enrolments 1996

Stream grouping	No. of students	%	No. of module enrolments	%
Preparatory	9 049	55.6	35 491	31.8
Operative	2 198	13.5	11 773	10.6
Trade & other skills	4 951	30.4	39 312	35.3
Para-professional	2 482	15.2	24 945	22.4
Net total	**16 283**		**111 521**	**100.0**

Notes: Total number of students is net figure, not the sum of all the data above it, since some students enrol in more than one course.
Total module enrolments includes enrolments not associated with a course.

Module outcomes achieved by students with a Slavic-speaking background 1996

Module outcomes by stream grouping	Preparatory		Operative		Trade/other skills		Prof/para-prof		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
01–passed	11 923	33.6	8 045	68.3	26 123	66.5	15 977	64.0	62 068	55.7
04–satisfactory completion of hours	13 137	37.0	443	3.8	834	2.1	293	1.2	14 707	13.2
02–failed	1 116	3.1	509	4.3	3 629	9.2	2 394	9.6	7 648	6.9
03–result withheld	2 245	6.3	72	0.6	409	1.0	199	0.8	2 925	2.6
10,11,12–withdrew	3 619	10.2	1 425	12.1	3 853	9.8	3 294	13.2	12 191	10.9
05–continuing studies	997	2.8	351	3.0	1 830	4.7	652	2.6	3 830	3.4
06–RPL	167	0.5	166	1.4	598	1.5	735	2.9	1 666	1.5
09–credit transfer	99	0.3	434	3.7	1 207	3.1	1 185	4.8	2 925	2.6
Not known	2 188	6.2	328	2.8	829	2.1	216	0.9	3 561	3.2
Total	**35 491**	**100.0**	**11 773**	**100.0**	**39 312**	**100.0**	**24 945**	**100.0**	**111 521**	**100.0**

Further information

Taken together, these figures build up a general picture of student and enrolment activity undertaken by students from non-English-speaking backgrounds in vocational education and training in Australia in 1996.

Further breakdown of the figures, and analysis of student and course characteristics, can be requested through the Data Management and Analysis Branch, National Centre for Vocational Education Research.

Data for 1997 will be available for analysis from July 1998.

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NCVER (National Centre for Vocational Education Research) 1997, Australian VET statistics 1996: In detail, Adelaide.

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—— ——1998, Australian VET statistics 1997– Overseas students: At a glance, NCVER, Adelaide.

This publication is designed for those who would like an overview of the participation by students who speak a language other than English at home in vocational education and training in Australia. The data are taken from the 1996 national VET collection.

It provides tables and some commentary on these students, the courses they undertook and the module outcomes they achieved, as well as some information taken from the national graduate destination survey of 1996 TAFE graduates. It also includes a brief profile of students from seven major language groups.

Other publications in this overview series are:

- Australian VET: Indigenous students 1996 – An overview
- Australian VET: Students with disabilities 1996 – An overview.

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